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Vol. I.

PROVO, UTAH, APRIL 15, 1892.

No. 16.

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THE NORMAL.

VOL. I.

PROVO, UTAH, APRIL 15, 1892.

No. 16.

MANAGING EDITOR, - - O. W. ANDELIN.
BUSINESS MANAGER, - - B. S. HINCKLEY.

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EDITORIALS.

DR. GORDY, who has recently so ably delivered a course of six lectures on Political History under the auspices of the Academy, was born in Maryland, 1851.

He received his doctor's degree in Germany at the university of Leipsic, after a course of study there of only five months, a thing scarcely heard of before.

And what is more strange, he could not speak a word of German when he went there. The first German spoken by him was: "Wo ist Herr ———?" a banker whom he wished to find.

"And you may imagine how pleased I was to find that I was understood," said the Dr. to the writer.

He immediately purchased a German novel and began to read—very slow at first, only one page an hour, but by the end of the first month he could read eight pages an hour. This is remarkable for one who knew nothing of German grammar.

Since then Dr. Gordy has translated two volumes of German philosophy, and to use his own words, he "couldn't conjugate a single German verb through." Yet the translations are correct, and he has received the compliments of several eminent scholars on the thoroughness of the work.

According to the doctor's opinion, it is almost time wasted to study a foreign language from a grammar. The best way is to get a book and read, assisted by a lexicon.

The subject of his thesis for the doctor's degree was "Hume as a Skeptic."

After returning home he assisted in the revision of Webster's dictionary for one year, 1885. The next year was spent in translating *Kuno Fischer's Descartes*, after which he was called to the Ohio University in 1886. Since then he has written three books: 1st, *Lessons in Psychology*; 2nd, *Growth and Development of the Normal Idea in the United States*; 3rd, *History of the United States*. Aside from all this work he writes for a number of the leading journals of science and philosophy.

The work accomplished by Dr. Gordy is simply immense when we consider the short time since he returned from Germany; but it only shows what can be done by well-directed effort, supported by an intense will power. As to his being an educator of the first rank, there can be no doubt—he has certainly discovered the happy secret of chaining the attention of his pupils, and that of their own free will and choice.

Only a few weeks ago he refused an offer to take the chair of pedagogy and psychology in the University of Illinois.

We are pleased to see such educators come to Utah, because by coming in contact with the minds of many we may receive the knowledge and learning of many, and thereby become more broad-minded and profound in our views.

NOW is the time to see how much work you can put into five weeks of opportunity.

SOCIAL AND MORAL INFLUENCE.

"WE believe that the social effect of our public schools is much in their favor. Here are seen, seated side by side, the children of the rich and the poor, the honored and the obscure. It is here merit alone which receives commendation. The good scholar is the only object of favor. Let him come from the parlor, he is not noticed and favored for that circumstance alone; nor is he looked down upon because his home is humble. Can such schools fail to equalize the feelings of our children? Are they not truly republican institutions?"

"Nor is the moral influence of the public schools less important than the social. They tend to foster mutual kindness and respect between the children of our common Father. They recognize that great principle on which Providence proceeds, the bringing of all, good and evil, into daily contact, the good being thus called to elevate their moral inferiors, and the evil being aided to reform by the example and advice of the good."

WHEN Dr. Gordy was here he expressed himself as highly pleased with this institution and its management; "but what you need now is a good, liberal endowment," said he. In looking over the *School Journal* we find an account of certain bequests to a large number of colleges. These were made from the estate of a late millionaire.

In order to give an idea of the exceeding liberality of these endowments, we will name them. Twenty-one colleges received \$100,000 each; three others \$200,000 each, and ten more \$50,000 each; another \$25,000, while Yale College was provided with \$450,000.

It has been urged by the *NORMAL* before that the B. Y. Academy needs and ought to have a good, liberal endowment.

If our noble institution is to continue to grow and keep pace with or even go ahead of the general progress of educational institutions elsewhere, she must have means with which to do it. A college is what the professors make it, just as much as the school is what the teachers make it, and can anyone suppose that

we can have the best of professors without paying for them accordingly?

More courses are offered, a greater number of instructors are required. Let those whom fortune has blessed think on these things, and let us hope they will open their purses as well as their hearts to this academy.

The strength of a community or a commonwealth, or a nation, lies in the strength of the schools and not in the powers of arms. With education as with anything else, it takes means to accomplish the end in view. This question of endowment for schools is a noble one for the newspapers to agitate, and their efforts on the minds of the people would not be fruitless.

"A SIDE from its hygienic benefits, its mutual and moral toning, music has a disciplinary second to no agency used in the school-room.

"NEVER punish pupils, or even speak to pupils when angry.

PROGRESS should be the watch-word of the teacher. That teacher who is not better instructed, more thoroughly acquainted with his subject, and who has not something new to tell his pupils at the beginning of each school year, is not progressing; and if not progressing he is certainly not making a success of his profession.

"OF what importance to the individual is the knowledge of the exact number of bones in the body compared with the care of the health?"

THE UTAH SCHOOLS.

(JOURNAL OF EDUCATION.)

THE most interesting public school development in America today is in Utah. Here was a territory ready made for a school system. There were two cities, one of 50,000 inhabitants and the other of 25,000, and many others of considerable size. In all this region there had been no school system, though there were schools here and there all through the terri-

tory, Mormon, Catholic, Methodist, Presbyterian and Congregational.

Now the Territorial legislature has organized a school system with Judge Boreman as territorial chief and Mr. Millspaugh as superintendent of Salt Lake City. The erection of school houses, selection of teachers, choice of text books, provision for apparatus have required great energy, discretion and courage. We speak from personal observation of the work in Salt Lake City, where Mr. Millspaugh has already placed in good working order the outline of a modern system, perfecting the details of the work in many regards.

The popular support is most hearty. It was feared that this would not be the case, but the board is composed of "Gentile," Mormon, and Catholic, and confidence is uniform, patronage quite complete. It is heartily welcomed by the Mormons, from whom some anticipated indifference, if not active opposition.

This is most gratifying, especially as it comes at a time when the territory is having new life injected from various sources. The best of the eastern supported work will be continued because of the limitless influence exerted by these centers, but they will work in hearty accord.

The above is from the *Journal of Education*, and is a pretty good report as compared with a great many others that are sent east, yet there are a number of statements that we might take exception to; but we are content to accept the good will of the writer.

SCHOOL-ROOM SAYINGS.

BY G. H. B.

1. *School Interest*, the main spring of progress is somewhat like a clock; it needs winding up regularly. Be careful that you turn the key the right way.

2. A boy appreciates a view from the tree-top to where he has climbed voluntarily, much more than from a hill, up which he has been driven.

3. It is much better to teach a pupil to make a ladder than to either bend down the bough for him or to lift him up every day to pick the apples of success.

4. Proper direction of energy makes men, while attempted suppression often spoils boys.

5. Errors are to be corrected, not crushed.

VARIOUS TOPICS.

School adjourned from Friday the 1st until Thursday the 7th inst., to allow those who desired to attend conference and witness the grand sight of the laying of the capstone on the temple. A great many of the students availed themselves of this opportunity and hied themselves to the capital city, where they helped swell the number to sixty thousand.

The end of this school year is slowly but surely nearing. Normal Day is just as slowly but surely coming, and as many are already looking forward to the exercises that will be conducted on that day, it behooves every normal, and especially those who are to take part on that day, to put forth every effort to make the exercises entertaining, instructive and highly intellectual. The committee on invitation should have invitations that would do honor to the class, and should circulate them at least two weeks before the exercises take place. The program committee are hard at work, and we trust ere long the program will be ready for publication.

The gloves for the cadets have arrived. It is expected that every cadet will furnish himself with a cap and a pair of gloves, and enter drill well equipped. The academy is to have a field day; let every member in the several companies consider himself a candidate for the prize offered by Lieut. Johnson.

Returning the books to the library is like playing ball with some students. After placing themselves about ten or fifteen feet from the library, they take good aim and slowly draw back the arm, when the book is hurled with a velocity far exceeding that of carrying it to its proper place. This is not only damaging to the book, but is not the proper thing to do.

WHO SHALL DISCIPLINE?

"This is an important question in many a school. Shall each teacher do all her own disciplining or shall she send all unruly children to the principal? There is no universal law. Everything depends upon the conditions, the traditions, relations of teacher and principal. But as a rule, do not send children to the principal. It is weakness bordering upon professional imbecility to send children to the principal for 'peccadilloes.' We were in a twelve-room building recently in which there

has not been a pupil struck for nineteen years, and that without any sentiment against it. It was accomplished largely by the principal's quiet insistence that each teacher is the mistress of her own room, and that the highest ideal is a room in which the principal is needless for discipline, and in which the teacher is equally needless. The days of corporal punishment are largely over, not because it is forbidden, but because better teaching and greater skill in direction makes it needless."

LESSONS IN ELEMENTARY PSYCHOLOGY.

Phantasy and Imagination.

BY B. CLUFF, JR.

Phantasy as we saw in the last lesson is our power to represent spontaneously our experiences in new forms. In phantasy the mind works without the directing power of the will. Imagination is closely allied to phantasy. In it the mind builds up new forms out of its old experience, but here the will directs. There is an intentional effort on the part of the self. We may define imagination, therefore, as the power of the mind to represent intentionally our past experiences in new forms.

Phantasy may be likened to a person taking a walk on a beautiful spring morning. With no particular object in view but recreation, he yet travels through beautiful meadows, sees beautiful birds, flowers, and plants, and perhaps possesses himself with some rare specimens. Imagination on the other hand may be likened to a person walking out on the same beautiful spring morning but for the express purpose of collecting specimens of natural objects, and of seeing the beauties of nature. Now, as the first person may easily direct his efforts for a few moments to the attainment of some end, and as the second may wander listlessly for a few moments without a particular end, so may phantasy turn to imagination, and imagination to phantasy.

Baldwin defines imagination as "the intentional picturing power of the soul."

Porter, a writer of great ability, says: "Imagination is the power to recombine and construct anew materials furnished by experience." Sully, the English psychologist, defines it thus: "Imagination is the power to work up our experiences into new forms." Dewey, professor of philosophy in the University of Michigan, says that "imagination is the capability to embody an idea in an image."

This faculty is, then, a creative power. It changes and modifies our mental acquisitions. It projects the future, becoming thus prophetic. And it creates for us our ideals.

This power may also be called the intentional picturing power of the soul. The dead scenes recorded in histories by it live again before us. Even those pictured by the novelist, unreal as they are, when grasped by imagination assume form and being, and live before us, so that we weep or we laugh, we feel happy or sad according to the spirit of the piece.

Imagination has a great educational power and is, therefore, worthy of close study on the part of teachers. Lindner in his work on empirical psychology has the following to say: "Imagination is also very important because it determines in our eyes the value or worthlessness of objects, and for this reason influences the direction of our desires and will. By its assistance the mind may now adorn, now deface an object. When the educator controls the imagination of his pupil, he gives direction to his will. Fill the consciousness of the child with moral pictures by means of examples and stories, and his will of its own accord will take the direction of the good." We might easily add that if the mind be filled with immoral, low, debased pictures the will will most certainly take the wrong direction.

When rightly directed by the teacher this faculty assists in every study. The dry, lifeless forms of grammar are made interesting, geography receives new life, history lives before pupils' minds, and zest and enthusiasm put in every lesson.

SCHOOL HYGIENE.

The public is bound to leave nothing undone.—Hon. Andrew S. Draper.

No school house should be erected in any city except upon the most perfect model which science and experience can devise, and then under the supervision of the most competent professional talent. When the public asks the people of any community to surrender into its hands their little ones for six hours a day the year around, the public is bound to leave nothing undone which will protect the health of those children and minister to their comfort. Particularly where such large numbers are congregated in one building is it necessary to look continually to heating and ventilation, and light, and sanitation, and high stairs, and all the other things of which little ones know nothing, but which may, if neglected, injure health permanently and destroy their prospects in life.

An architect who may be skilled for other work is not competent to erect a large school-house unless he knows about schools, has studied schoolhouses, and gathered his information

from a broad field. None should be employed who is not especially fitted for this exacting requirement or who is not willing to learn from a practical and experienced school man who has investigated the subject. Where a man can be found who thoroughly understands the subject and knows what is needed in a building to adapt it to the legitimate needs of a great school his services will be cheap at almost any cost.

Though there has been much improvement in school buildings in recent years there has not been the improvement that there should have been, and I venture nothing in saying that in the twenty-five years now before us there will be such a revolution in the way of erecting, of warming, of lighting, of ventilating, and of draining schoolhouses as we have never dreamed of in the generations gone by.

SEX IN EDUCATION.

Woman should cease measuring herself by man's standard.—F. A. Fernald.

Comparing the mental capacity of one person as a whole with that of another can give only the roughest estimate of the relative worth of the two. The variety which we notice in the minds of those around us arises from variations in the strength of their several faculties.

The science of mind has not yet advanced far enough to give us exact methods of measuring faculties, still it has shown beyond the possibility of a doubt that while certain faculties are stronger in man than in woman, others are stronger in woman than in man. It follows that the mind of man is more adapted to some kinds of activity than that of woman, and *vice versa*. Hence it is absurd to say that man has a better mind than woman without adding what it is better for. It would be like saying that water is better than air, which is true with regard to some purposes, and false with regards to others.

It is idle for women to claim that they can equal men in the lines to which men are specially adapted, and to plead that only artificial obstacles prevent them. Men show their fitness for a certain career by overcoming such obstacles. It would be a far more dignified position for woman to take, to cease measuring herself by man's standard, to maintain that while there are some things which man can do better than she can, there are others which she can do better than he, and that her mental qualities, while not the same, yet are as valuable to the world as his; and then to set about

developing her mind in its own proper direction to the highest possible degree.

NORMAL ITEMS.

It is said that the grade of a teacher can be determined by the number of "Don'ts" used. "A kicking mule and a 'Don'ty' teacher are on the same plane. Construction work tells; 'don't' work never tells, except for the bad." "Don't read so fast," "Don't talk so loud," "Don't do this," "Don't do that," are common expressions in a poor school and very rare in a good one.

"The true equality between man and woman does not come when woman does the same things as man, but when each does those things which are most agreeable and which correspond to nature and ability as well as to sex."

Charles Bigot.

Three things must be kept in mind. First, the child as he is, with all his graces and faults; second, the ideal person, which through correct training he may become; third, the means for transforming the undeveloped or faulty child into the ideal person. He must teach the coming citizen to stand erect, physically and morally, and look the world square in the face. When this is accomplished, his education is more than half completed.

D. S. Pence.

"No system of education is truly solid and sound and democratic which does not make it possible for the child of superior merit, however poor, to mount to the highest round of the educational ladder."

John D. Philbrick.

"The readiest means of improving the schools is found in selecting good teachers; and no surer way of injuring them has been discovered than by placing the children in the hands of those who lack the important qualifications of a wise and judicious instructor."

"There must be system, and there must be order; a school that is lacking in either of these is a failure at the start. But let the essence of the system centre, not in monotonous sameness, but in ever fresh variety; and let order be secured, not through the forced, sit-still method, but through the self-forgetful attention which genial and interesting processes of instruction will produce."

"The requirements of health are as imperative as those of intellectual culture, and both have intimate relations."

THEORY AND PRACTICE OF EDUCATION.

GETTING AT THE WHY.

(SCHOOL JOURNAL.)

Children are born critics, perfect pantomimes, and unsparing satirists. Even sweet children have a cutting humor, which they know how to wield when they think that occasion demands it. The teacher returns to her work from a long vacation to find the winsome boys and girls of last term, embryo men and women. They have taken a long bound, almost out of her reach. They resent petting, with a "We can take care of ourselves" air that provokes a smile. Fortunate is that teacher who, at a glance, can read and understand the change, and treat it as the most natural thing in the world. That teacher is tactful, who can, on the instant, change her tactics, without compromise, without loss of dignity or power. She must not allow her wise pupils of ten or fifteen years, to feel that they are leaving her in the rear.

Like a wise general, she must have reinforcements close at hand, and they must outnumber those of the enemy. Uncomfortable weather, unwise home-government, little jealousies and disappointments, the too meager or too stimulating breakfast, any slight physical derangement—all these are weapons which slight provocation will whet to their keenest edge. The teacher must meet such pupils with an attitude that will speedily disarm them. Happy the teacher who keeps by her the heart-made panacea, distilled from womanly sympathy and charity, and the patience that is greater than love; for it is easier to soothe than to violently expel, and wiser to aim than to conquer. Children are full of kinks. They have mannerisms. Is it not well to study the parent in this connection and the child at the same time, referring to the one as the dictionary that will give all the varied meanings of the other.

"The ideal teacher of little children is not yet born; we have to struggle on as best we can without her. She needs the strength of a Vulcan, and the delicacy of an Ariel; she needs a child's heart, a woman's heart, a mother's heart in one. She needs clear judgment and ready sympathy, strength of will, equal elasticity, keen insight, the buoyancy of hope, the serenity of faith, the tenderness of patience. The hope of the world lies in the children. When we are better mothers, when men are better fathers, there will be better children and a better world.

"The sooner we see the value of beginnings—that we can put bunglers and butchers anywhere else better than in nursery, kindergarten, and primary school (there are no three places in the universe so big with fate!) the sooner we shall arrive at better results.

Kate Douglas Higgins.

EDUCATION AND PRACTICAL LIFE.

(BY HIRAM OSCUTT, LL. D.)

We hear said much about self-made men. Dr. Holmes writes, "Everybody likes and respects self-made men. It is a great deal better to be made in that way than not to be made at all," and he might have added that really *there is no other way to make men.*

This term is usually applied, however, to that class of men who come into public life and rise to distinction without the aid of academic culture, and this fact is sometimes claimed as a proof that the higher education is not desirable or necessary as a preparation for life's duties. But facts do not sustain this view of the case.

It is true that scholastic education cannot make the man. It must have something to develop and polish. Talent and ability is a natural product wherever it exists, and in whatever degree. If the boy has but one talent the school or college can develop but one. If he has five talents and improves his opportunities, the college will place him upon a much higher plane in active life.

But give us two boys of equal capacity. To one of them give a systematic and thorough collegiate education, and leave the other to come up through the "rough and tumble" of life. The former will have the advantage of a great controlling help of which the other is deprived, and by which he would be greatly benefitted. The disposition to depreciate and undervalue a university education arises from a narrow conception of education itself and of the true nature and aims of life.

Every man who has become a man has been self-made. This is as true of the college graduate as it is of the man who has risen to distinction without academic training. The latter are not usually found boasting of what they have accomplished without the help of the college, but now often regretting that they did not or could not enjoy the superior advantages which the college affords. One of Boston's distinguished men who has attained

the highest position in his profession once said to the writer, "Could I have realized the possibilities of life when I started, I would have pursued a full collegiate course instead of rushing into the pulpit as I did."

Development and culture are the result of self-application and can be secured in no other way. An example may be a Lincoln poring over his law books by the aid of a burning pine knot in the western wilderness, or an Everett studying in the halls of Harvard University, the circumstance and methods differ, but the aim and results are the same in kind. Lincoln would doubtless have done more and better under the systematic training of the university, and Everett would have suffered loss with only the advantages enjoyed by the great rail-splitter, lawyer and president. But both these men were self-made.

Practical ability in any profession or calling is the object to be gained by education, and this is not to be applied to those who lay brick or take in currency over the counter. It must be found in every position and sphere of life.

College training aims to develop a man's self-making power and he is less likely than those who climb up the other way, to fashion himself according to any narrow pattern. But if the power is not in the man in latent form, the college cannot develop it.

How then are we to treat this subject? Shall we urge the importance of universal education? Certainly the primary, and, as far as practicable, the higher academic training. Shall we encourage all to avail themselves of college and university culture? I answer, No. There are a few in every generation who do not seem to need it, to gain distinction and influence. Still these same men would be greatly benefitted by more extensive and systematic education. And there are many who would not be sufficiently benefitted by such a course of study to warrant the necessary time and expense to complete it.

Well established statistics fully sustain the position I have here taken. It has been estimated by good authority, that a free public school education in our country adds fifty per cent. to the productive power of labor. Hence every child should be so educated. Again, an academic education is claimed adds one hundred per cent., and a college and university education two hundred to three hundred per cent. to the productive power of labor. This of course depends upon the capacity and ability of the student or pupil to profit by the advantages of the higher education. Hence, so far as they give evidence of ability and adaptation to any line of manual service, and have

the means to prosecute such a course of study, our youth should be encouraged in the effort to secure a more or less liberal education. Another interesting fact illustrates. Only a small fraction of one per cent. of the voters in America are college educated men, yet they hold fifty-eight per cent. of the highest offices.

THE POINTER.

"If our teachers only realized how much their manner in the school room may indicate they would be careful in some minor matters where they are now thoughtless. For illustration, in the handling of the pointer there is 'character.' One teacher in five minutes performed all these antics with a pointer when she had no conceivable use for it any way. She was hearing a recitation in a primary school. She held a pointer in her hand by way of diversion. She held it with the large end on the floor trying to balance it; she then held it upon the floor as a cane; she then beat an almost silent tattoo with the small end upon the desk; she then put her right foot forward a little way, rested the heel only upon the floor and began striking her toe first upon one side and then the other; she then took hold of both ends and raised it horizontally in front of her face, extending first the right arm and then the left; she then put it behind her and again took it in both hands as before, and then with it still behind her held it with her arms at the elbow.

"This was all done automatically. She appeared to be giving no thought to it whatever, and doubtless had no appreciation of what she was doing. It was probably a regular athletic exercise. Had the pointer been taken from her she would undoubtedly have been unable to go on with her work in a happy frame of mind.

"It may not be worth her while to break self of the habit; but it is worth the while of any young teacher to stop it. It made us so nervous that we had no appreciation of the school work in which she was absorbed."

SIT AND SET.

(INTELLIGENCE.)

Sit is an intransitive verb and its principal parts are sit, sat, set; set is a transitive verb, whose principal parts are set, set, set. Supply the ellipses in the following sentences with the proper form of sit or set as the construction requires:

They determined to—a time for the meeting.

The court will — the first of the month.
Cease talking and — about the work.

The hen I — two weeks ago still — on her eggs.

The glue has not yet had time to —

They waited for the chorister to — the tune.

He had — on the doorstep half an hour.

His new coat — very badly.

I am going to — for my photograph.

He was as cross as a — hen.

Tell Mary to — out one of the chairs.

Notice what he says and — it down in your note book.

Correct such of the following sentences as are wrong, and give reasons for your corrections:

He has broken up the setting hen.

He sets well on his horse.

I have sat the pitcher on the table.

His clothes always set badly.

I shall have to set up all night.

We were setting at the supper table.

He set the pitcher down too violently.

He was sitting out apple trees.

REQUISITES OF A GOOD TEACHER.

In naming some of the requisites of a good teacher, I will say that, among the first requirements is good health; for as the body is the instrument through which the spirit works, that instrument must be always in prime condition, ever responsive to the will.

No teacher can succeed in his profession who is not in love with his work. Love makes many sacrifices; the teacher's calling requires many to be made.

He must be able to see theoretically at least the end from the beginning—a definite object must be reached. Methods and systems of education are only the means to an end.

The successful teacher does not depend wholly upon books for facts and inspiration. He gets these first hand from his God and by his own wide-awake senses in observing men and the things of the material world around him.

He must have the power to impart his thoughts readily in speech, concisely, and in a simple manner. And where his words fail to convey his meaning fully, he must bring forth from the realm of imagination, or experience, or from the field of literature, apt and graphic

illustrations. He remembers that our Master taught great truths in parables.

As a matter of course, he must understand his subject. His pupils certainly can learn little of him who has but little to impart.

But to be brief, I will say that he must be kind yet just; if teaching small children he must cultivate a child-like spirit; if teaching young men and young women he must be manly in all his ways. He must be progressive, moral, honest, and God-fearing. In fact, he who would be a perfect teacher must be a perfect man.

J. B. Keeler.

SCIENTIFIC.

THE STARRY HEAVENS.

BY E. B. ISGREEN.

The sky at night presents to us a sight of wonders, which must raise the astonishment of every attentive observer of nature. It is impossible to be convinced of the greatness of God's works without feeling a rapture almost heavenly. In order to share this divine pleasure raise your eyes and thoughts to the sky on a clear night. It will be enough to name to you the immense bodies which are strewn in space, to fill you with astonishment at the greatness of Omnipotence.

It is in the centre of the solar system that the throne of our sun is established. That body is more than 1,305,000 times larger than the earth.

It is about ninety-three millions of miles from us, and notwithstanding this prodigious distance, it has a most sensible effect on our sphere.

Around the sun move over twenty-nine globular bodies nine of which are called planets, the other twenty, moons or satellites, they are opaque and receive from the sun light, heat, and possibly motion.

Vulcan, Mercury, Venus, Earth, Mars, Asteroids, Jupiter, Saturn, Uranus and Neptune are the names of the planets. Of these ten Vulcan is the nearest to the sun and about which the least is known owing to the difficulty of observing it while so near the bright sun.

Mercury is next nearest to the sun, and for that reason is mostly invisibly to the astronomer. As he is nearly sixteen times smaller than the earth, he contributes but little to adorn the sky. Venus follows him, and is sometimes

called the morning and evening star. This planet is one of the brightest of the heavenly bodies, whether it precedes the sun-rise or succeeds the sun-set. It is a little smaller than our earth, and sixty-seven millions of miles distant from the sun.

After Venus comes our earth, around which the moon moves as a secondary planet or satellite.

Mars, which is the fifth planet, is seven times smaller than our globe, and its distance from the sun is about one hundred and forty millions of miles. Jupiter, the next, is always distinguished by his splendor in the starry sky; it seems in size to surpass all the fixed stars, it is almost as bright as Venus in all her glory, except that the light is less brilliant than that of the morning star. In volume he exceeds our earth about thirteen hundred times.

Saturn, whose distance from the sun is upwards of eight hundred and eighty millions of miles, was for a long time thought the remotest planet until the discovery by Wm. Herschel, 1781, of Uranus, whose distance is nearly seventeen hundred and seventy millions of miles from the sun. Neptune, the last one is distant from the sun about twenty seven hundred and seventy-five millions of miles. This planet was discovered as late as the year 1846 by Leverrier in France, and Adams in England, independently of each other. Mercury has a year of eighty-eight of our days while Neptune has a year equal to about one hundred and sixty-five of our years.

In the meantime, the sun, with all the planets which accompany it, is but a very small part of the immense fabric of the universe.

The total number of stars visible to the average naked eye is estimated, in round numbers, at five thousand, and with the aid of a twenty foot telescope at about twenty millions, and again there are likely myriads too small or too far distant that they cannot be detected with the assistance of the most powerful telescopes.

It is quite certain that no star is nearer to the earth than 206,265 times the distance of the earth from the sun. Light has a velocity which would carry it seven times and a half around the earth in a second; but it would take it more than three years to reach us from Alpha Centauri, the nearest star. Were all the stars blotted out of existence tonight, it would be at least three years before we should miss a single one. Over forty years are required for light to reach us from the Pole Star. Each star which to us appears no larger than a brilliant set

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in a finger ring, is in reality an immense body which equals the sun both in size and splendor. Each star then, is quite likely not only a world but also the center of a planetary system. It is in this light we should consider the stars, which shine over our heads on a clear night. They are distinguished from the planets by their brilliancy and because they do not change their place in the sky. Certainly it would be a senseless pride in man to try to fix the limits of the universe with a telescope or even with his mind. What then must the stars be? Their prodigious distance and their brightness tell us they are suns which reflect as far as us, not borrowed light, but their own light; suns, which the Creator has sowed by millions in the immeasurable space; and each of which is accompanied by terrestrial globes, which it is designed to illuminate. In the meantime, all these observations, however surprising they are, lead us at the utmost but to the first limits of creation. If we could transport ourselves above the moon, if we could reach the highest stars over our heads, we should discover new skies, new suns, new stars, new systems of worlds, and perhaps still more magnificent. Even there, however, the dominion of our Creator would not end; and we would find, with the greatest surprise, that we had only arrived at the frontiers of space. But the little we do know of His works, is sufficient to make us admire the infinite wisdom, power and goodness of the Framers of worlds.

Let us stop and reflect how great must be that Being who has created those immense globes; who has regulated their course, and whose mighty hand directs and supports them! And what is the clod of earth we inhabit, with the magnificent scenes it presents us in comparison with the beauty of the firmament? If this earth were annihilated its absence would be no more observed than that of a grain of sand from the sea-shore. What are provinces and kingdoms in comparison with those worlds? What am I when I reckon myself among this infinite number of God's creations? How I am lost in my own nothingness! But however little I appear in this, how great in other respects. What more admirable than the celestial bodies! All beautiful as they are, yet they know not their own beauty, whilst I, mere clay, am endowed with sense and reason, and can to some degree become acquainted with and practice the laws of eternal life and progression.

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